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ABSTRACT

During the 1994-1995 school year, this study examined beginning teacher-mentor relationships and broader socialization experiences in North Carolina. Ten beginning K-8 teachers completed interviews at five points throughout the school year. At least two teachers (in addition to the beginning teacher) and one administrator from each school completed interviews. Teachers were asked to periodically give feedback on the researcher's interpretation of their transcribed interviews. Participants voiced problems commonly found in research on beginning teachers. During the first 2 months of school, the beginning teachers mentioned concerns related to classroom discipline, time management, getting sufficient materials, organizing the classroom, dealing with parents, daily scheduling and planning, paperwork, motivating students, and meeting individual students' needs. Analysis of final interviews with mentors and beginning teachers revealed that two of the beginning teachers were more effective in their work than the other eight. Their success involved collegiality and autonomy. Both successful teachers had preparation programs where they spent significant times in schools early on. They described peer support groups connected to early field experiences. Both had positive, long-term relationships with cooperating teachers. (SM)

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Growing Teaching Professionals:

Lessons Taught By First-Year Teachers

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I. Introduction

The stories presented in the media about today's schools are overwhelmingly negative. The media and the general public blame a wide variety of factors for the poor performance of America's schools. Blame falls on such factors as influences at home and in the media; content of curriculum in schools; lack of funding for schools; and, poorly trained teachers.

The presentation of problems in our schools is often tied to a call for a new and better educational reform. While a number of recent reform efforts include components which may in fact improve schools, there are several problems inherent in the general school reform era which has gained force throughout the past four decades. One inherent problem is the lack of coherency in school reform plans. Too often a school or school district becomes involved in reforms which conflict with each other in purpose or in practice. Another problem results from the source of many reform efforts. Teaching professionals working in school classrooms are held responsible for implementing most reforms but are rarely heard in the reform development and adoption process. Reform efforts are often political moves with limited real educational value. Their potential is limited by lack of funds, ignorance of relationships in schools, lack of involvement of teachers and the resulting lack of understanding by teachers about what they are expected to do in implementing the reform.

There is little doubt that many classroom teachers already possess the expertise and judgment necessary to be a strong voice in discussion about school reform. Teachers' voices, however, have largely been silenced. According the Task Force on Teaching as a Profession (1986), "Professional work is characterized by the assumption that the job of the professional is to bring special expertise and judgment to bear on the work at hand." In the work of school reform, teachers have not been given the respect deserved by teaching professionals.

Professionals, according to the Task Force, are characterized by four main attributes: expertise and judgment; a high degree of autonomy as a result of this

expertise and judgment; and, collegiality, rather than supervisor control. In an effort to turn up the volume, to get teachers' voices heard in the discussions around school reform efforts, it is important to consider what prevents teachers from being looked to as teaching professionals. In large part, teacher preparation programs have depended on the development of expertise through course work and on the development of judgment (reflective practice) through field experiences. In order for either expertise or judgment to begin to develop in preservice programs, these programs must help clarify the deep and complex connections between course and field work experiences. Autonomy is often assumed in teaching as isolation has consistently defined the experience of teaching in schools. The autonomy described by the Task Force, however, is very unlike that created by isolation. Autonomy as an attribute of professionals includes responsibility for establishing the standards by which the quality of practice is determined. It means that people practicing the profession decide what is to be done because they have the expertise to make such decisions. Finally, research has suggested limited potential for collegiality as a result of teacher isolation. This view has served to perpetuate the belief that teacher must work in isolation and that working with colleagues is of limited benefit relative to the time it requires.

When I step back and consider the many and varied large scale efforts to reform schools and the marginalization of teachers' voices in conversations about these efforts, I become overwhelmed. As I evaluate and adjust my own practice as teacher educator, I can become disenchanted with the potential of preservice programs to impact such problems. I had the opportunity, however, to talk at length with ten first year teachers several years ago. The stories told by these teachers, now in their fourth year as teachers, hold new lessons for me each time I read them. And as I read them recently with the questions about growing teaching professionals who will be heard in current reform conversations, I found lessons with which I believe we can improve our teacher preparation program.

II. Methodology

During the 1994-1995 school year, I worked as a research assistant on the Beginning Teacher Induction Study, funded by the State Department of Public Instruction of North Carolina (Burke, et al, 1995). The primary aim of this project was to learn how beginning teachers in North Carolina are being inducted into the profession and how this induction process can be enhanced to decrease the rate of teacher attrition. One component of North Carolina's Initial Certification Program (ICP) is the assignment of a mentor teacher to all beginning teachers for the first two years of teaching in the North Carolina public schools. While this program has been mandated for some time, the state provides little support to districts for implementation. As a result, the program has taken different shapes in different districts, and in individual schools. Through our research, we hoped to discover what mentor-beginning teacher relationships looked like in a variety of settings, and more generally, how beginning teachers were being socialized into the profession. We proposed that the problem of teacher attrition could be addressed through improved induction of beginning teachers; teacher induction which prevents isolation. One of the most important thrusts of the project, therefore, was to build collaboration into the induction of some participants with the assumption that collaboration would improve the teachers' experiences in terms of both emotional and professional support therefore decreasing the attrition rate.

In this study, ten teachers participated in a series of interviews which took place during their first-year of teaching. Each of the beginning teachers in this study had a mentor teacher assigned who taught in the same school and within the same grade level range (eg. K-2, 3-5, 6-8). The beginning teachers' mentors also participated in a series of interviews throughout the school-year. Several of the beginning teachers had previous relationships with other teachers in the same school building: one student-taught in the school and then took over a class for half a year prior to being hired; another beginning teacher had student-taught with her mentor in a different school and had worked during that time with several colleagues; another beginning teacher had attended the school as a student and knew the principal as well as several teachers; two had been assistants in the school prior to being hired to teach.

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Interviews were conducted with many of these as well as other colleagues with whom the beginning teachers had strong relationships.

The content of the interviews focused primarily on beginning teacher-mentor teacher relationships. In addition, teachers were asked to share their broader socialization experiences. Both first-year teacher and mentor teacher interviews took place in the school or on the school grounds where the interviewee currently teaches. Five interviews were scheduled with each teacher, one during each of five periods throughout the 1994-1995 school year. Teachers were able to schedule their interviews at their convenience during each of the five, two-week periods. Interviews ranged in length from thirty minutes to one and one-half hours. Interviews were audiotaped and transcribed verbatim.

Qualitative research methods clearly provide a great deal of freedom of inquiry. Within this freedom, qualitative methods require rigorous pursuit of information and a systematic analysis of the data to interpret its meaning. As indicated above, interviews in this study were audiotaped, transcribed verbatim and analyzed for this study. Analysis of the interviews was ongoing, iterative, and emergent throughout the research process. Analysis was not a wholly separate stage but overlapped at all phases of the research, particularly with interpretation and explanation.

Triangulation is one means of ensuring proper analysis of qualitative data. This tool for strengthening the design and enhancing data interpretation of a study may be done in terms of data, investigator, theory or methodological triangulation (Patton, 1990). The data set used in this study contains information from a variety of sources, thus aiding my efforts to be thorough and to consider the importance of the connectedness of the pieces of data that came from various areas. Member check provided an important form of triangulation. At least two teachers (in addition to the beginning teacher) and one administrator from each school were interviewed, sharing their perspective regarding the beginning teachers' teaching experiences. Also, the participants, upon reviewing preliminary interpretations of the data, were asked to share their interpretations and insights with me. At several points throughout the project, the teacher participants were asked to give feedback about my interpretations of their words. In addition to these member checks, the data has been reviewed by

additional scholars who have shared their interpretations and insights with me. I met regularly throughout the study in meetings with two other research assistants and the principal investigator on the state induction study. During these meetings, I updated the others about the progress of the interviews. I regularly shared with them pieces of my analysis in order to get their feedback.

"Problems / Concerns" held by beginning teachers is one of the conceptual categories revealed through analysis of the beginning teacher and mentor teacher interviews. The prevalence of comments and concerns surrounding issues of classroom management and discipline; meeting the needs of individual students; motivating students to learn; and, "handling" directed me to explore the existing literature surrounding these issues. I found that the problems and concerns described by teachers in this study are consistent with those described in existing literature.

Another conceptual category which is revealed through analysis of these interviews is one which I have labeled "Collaboration / Isolation". The emphasis on teacher relationships throughout the interviews is in part a result of the fundamental basis for this study, the exploration of mentor-beginning teacher relationships. Nevertheless this category provokes an interesting analysis of the primary category, "Problems / Concerns". The experiences of collaboration and/or isolation in the stories of these first-year teachers suggests strategies through which teacher preparation programs may assist beginning teachers in dealing with their primary problems and concerns.

III. Findings in the Literature Related to Teacher Socialization

Teacher Relationships

Since Lortie's (1975) classic work, Schoolteacher: A Sociological Study, educational researchers have recognized teacher autonomy as a critical characteristic related to teacher socialization (Bullough, 1989; Bennett & LeCompte, 1990; Ryan, 1992; Ayers, 1993; Hargraeves, 1994). A review of teacher socialization literature creates a picture of schools in which loose coupling creates both teacher autonomy mainly in the form of teacher isolation. The structural looseness which largely results from dispersions of supervisory staff throughout districts as well as to the "autonomy of

the closed door" (Lortie, 1969) *can* provide freedom for teachers to make decisions independent of administrators and colleagues and to implement creative methods in their own classrooms. The loose structure along with the restrictive physical structure of schools has reinforced a sense of isolation for many teachers more often than it has supported the benefits of autonomy (Hargraeves, 1994). In addition to the loose structure of organization and the physical limitations in many schools, another factor which reinforces the characteristics of both autonomy in the form of isolation is the conception that beginning teachers are equipped to do the same work as experienced teachers. A first-year teacher is given the same job as a 20-year veteran and is expected to "sink or swim". "In general, teachers spend all day in their own separate classrooms, cannot leave their students unsupervised, and have little free time to talk to each other." (Bennett & LeCompte, 1990). The reality of teachers working in isolation presents a version of potential autonomy far from that in which teachers have the freedom to make professional decisions.

When teacher research begins to look at the impact of pressures related to accountability, teachers experience even less autonomy and are left feeling more isolated. Accountability pressures such as raising standardized test scores and implementing rigorous teacher evaluation procedures are increasingly mentioned by teachers as immediate concerns. These pressures can leave a teacher with a sense that s/he is being "policed" by administrators as well as the public (Bullough, 1990).

Autonomy in the form of isolation which results from structural looseness, school structure, the "sink or swim" phenomenon, and accountability pressures directly affect the potential for collegiality of teachers and their ability to organize in opposition to administrative practices. Teacher autonomy related to the "autonomy of the closed door" seems to create space for teachers to engage in innovative practices and to avoid conformity. The lack of support from colleagues and the overall sense of isolation, however, makes these acts of professionalism difficult especially for beginning teachers. According to the Task Force on Teaching as a Profession (1986), "professionals enjoy a high degree of autonomy in carrying out their work. They define the standards used to evaluate the quality of work done" (p. 36). In addition, "organizations that employ professionals are not typically based on the authority of

supervisors, but rather on collegial relationships among the professionals.... people practicing their profession decide what is to be done and how it is to be done" (p. 39). While school structure does promote autonomy in the form of isolation, it inhibits teacher involvement in collegial relations and in defining what should be done to improve the work of schools through powerful administrative authority.

It is important to note here that many teachers have found space in which to develop valuable collegial relations and have in turn found autonomy as professionals where they once found isolation. The analysis of teachers' stories in this paper will illustrate how two beginning teachers were able to develop relationships with such teaching professionals and are also finding space to work with colleagues and to make autonomous professional decisions related to improving their own practice.

Concerns of Beginning Teachers

As described above, teacher socialization research has paid much attention to teacher relationships. In addition, teacher socialization research has paid attention to the concerns of preservice and beginning teachers. Like the structure of teacher relationships in schools, the concerns or problems of beginning teachers have remained quite consistent over time. The common problems cited by beginning teachers, according to Veenman (1984), are listed in descending order:

1. Classroom discipline;
2. Motivating students;
3. Dealing with individual differences among students;
4. Assessing students' work;
5. Relationships with parents;
6. Organization of class work;
7. Insufficient materials and supplies;
8. Dealing with problems of individual students.

Veenman lists 24 such problems in total. These top 8 concerns are consistent not only with concerns cited in other literature (Ryan, 1992; Ayers, 1993), but are also consistent with the concerns noted by the 10 beginning teachers in this study. Notice that based on Veenman's research, neither teacher isolation or relationships with

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colleagues are cited as problems by beginning teachers. In the study presented in this paper, a sense of isolation was mentioned as a problem by one beginning teacher who was teaching in a mobile unit stationed separate from the larger school building. The recognition of these characteristics as problems faced by teachers is seen more clearly by experienced teachers and educational researchers than they are by beginning teachers. Interestingly, the stories of the teachers in this study suggest that through developing and maintaining collegial relationships, beginning teachers not only felt less isolated but they also felt more confident in dealing with the problems cited in Veenman's list.

The limited impact of preservice teacher education programs has been cited often in education literature (Finlayson & Cohen, 1967; Gibson, 1972; Bullough, 1989). Several of the first-year teachers involved in this study made statements which support the widely held notion that the "practicum provides the only real learning of their teacher education program" (Johnston, 1994). There is limited understanding, however, of the link between experience and learning to teach (Zeichner, 1986). Because the school experience is extremely complex, program exit surveys which support more "real" experience cannot further our understanding of how this experience contributes to the process of learning to teach (Johnston, 1994). Johnston (1994) analyzes perspectives of student teachers in order to better understand the complexity of the relationship between field experience and learning to teach. Her work indicates several critical concerns for teacher preparation programs in building field experiences. Her work indicates that student teachers perceive learning to teach as a simple building up of a stock of experiences to use at a later time. In addition, the student teachers in Johnston's work held narrow and often inaccurate views of what constitutes as good teaching. The perception that "theory" learned in course work is of limited value in "real" teaching inhibits student teachers from critically examining their experiences through knowledge gained in their courses. It is therefore, essential that preservice programs create a more meaningful method for exploring this content. At the same time, field experience on its own is limited in learning to teach.

The stories of these ten first-year teachers reveal strategies for providing both knowledge and experience essential in learning to teach. The immediate problems

and concerns faced by beginning teachers, such as classroom discipline, are the very areas of learning to teach which students teachers claim can be tackled through experience. Through listening closely to these teachers' stories, however, several ways in which preparation programs can make better use of field experiences in terms of providing space in which professional knowledge is relevant and practical skills are developed so that beginning teachers are better equipped to continue their journey in learning to teach.

IV. Teacher Narratives: What Helped?

As mentioned above, the teachers participating in this study voiced problems and concerns commonly found in beginning teacher research. Specifically, during the first two months of school the beginning teachers mention concerns related to:

1. classroom discipline and management;
2. getting sufficient materials;
3. organizing the classroom;
4. dealing with parents;
5. daily scheduling and planning;
6. paperwork;
7. motivating students to learn, and;
8. meeting the needs of individual students.

Throughout the year, development along these eight dimensions of teaching was assessed based on comments made by administrators, mentors, other teachers, and the beginning teachers themselves. Analysis of the final interviews with mentors and beginning teachers reveals that two beginning teachers, Susan and Nicole, are more effective in their work than the other eight. The definition of effectiveness used here is based specifically on the teachers' sense of success in dealing with the 8 initial concerns and problems listed above as described by both the beginning teacher and those working with her (1).

Stories of Confidence

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Susan describes her confidence in meeting the needs of individual students and in organizing her classroom for learning as she talks about the success of her reading program.

> Marie (mentor) and I manage to help all the kids catch it (reading) one way or another. I do my own thing and she has her own thing, and if they don't catch it one way, they're going to catch it another.

When Susan interviewed for the teaching position, she explained that she did not feel strong in terms of how to develop a reading program. She was hired and Marie, the Reading Recovery teacher at the school, was assigned as Susan's mentor. With support and guidance from Marie, Susan developed a reading program for her class which involves varied methods of reading instruction from 4 teachers (Susan, Marie, a certified teacher who is Susan's teaching assistant, the district reading specialist). It is not surprising that Susan's sense of confidence is related to both collegial relationships as well as to her autonomy in developing a reading program best suited for her students.

Several months into the school year, Susan talks openly about a feeling of helplessness in terms of managing her classroom. She describes how one very "difficult" student has been acting out violently in her first grade classroom. When she makes an effort to calm that student, the rest of the class seems to "fall apart". Her frustration is increased because she is unsure of how to handle the paperwork involved in referring a student for resource services. By January the student has been institutionalized in a home for boys and while Susan feels somewhat unsure about that drastic action, she is pleased with how she was able to handle this trying situation. Susan explains that she:

> was not prepared for *that* situation, so I went to everyone in the school who could help. Mr. Morris (Assistant Principal) was very helpful.... and the BEH teacher had a structure of clear-cut things we needed to do, and consequences that he (the student) really didn't like, and that really seemed to work.

Again, Susan's story of success involves both collegiality and autonomy.

Like Susan, Nicole expresses a sense of confidence about herself in several areas challenging to the beginning teachers early in the year. Specifically, Nicole describes successes in terms of planning, getting materials and motivating students:

> Diane (mentor) and I sat down last night and we just (pause) I brought my stuff and she brought hers, because we're doing the senses next week, and we just sort of spread out our stuff and shared ideas and passed things back and forth. Talked about how we would exchange classrooms (students) and do some teaming. That's a lot of fun. The kids get a lot from that. They wanted to learn when we did it last Tuesday.

Diane describes Natalie's success in other areas such as parent communication. She tells a story about Natalie's run in with "a parent of a difficult child". Before meeting for a conference with the parent, Natalie asked what Diane thought of the situation. Diane was frustrated because she didn't have "the solution" for Natalie and said simply, "I have had to deal with the same thing." As a result of the subsequent conversation, Natalie was able to create a list of the things which had to be communicated to the parent. Natalie decided that she did not want to respond defensively to the parent and could best help the child if she listened carefully to the parent and checked that the essential pieces of information were brought up during the conference. In both of these successful experiences, planning with her mentor and "handling" a parent, Natalie models both collegial behavior and autonomous decision-making and practice.

Preservice Experiences

While it appears that both Susan and Natalie possess the attributes recognized as essential for professionals, there is certainly no simple explanation for the apparent "success" of both Susan and Nicole in areas where other beginning teachers continued to feel unsure. Analysis of their narratives reveals interesting and useful information related to several aspects of teacher socialization (1). For instance, analysis of their stories indicates several preservice experiences which are not shared by the other beginning teachers. Both Susan and Nicole describe preparation programs in which they spend a great deal of time in schools starting early on. But

they explain that they did not just go and sit in classrooms. Both described peer support groups connected to their early field experiences. These support groups helped both women make sense of their experiences in classrooms. For Susan, the support groups were structure and included a "team supervisor" who guided each field experience and support group meeting:

> We all got together to meet once a week and talked about the issues and concerns. But that's a class within itself that you have to sign up for. He (the team supervisor) had requirements about how many lessons you had to teach and how many observations, and that kind of thing.

For Natalie, the peer support group was very informal. She attended a small all women's college. Her roommate in college (who continues as Natalie's roommate as they both begin teaching) and several other students on their hall are studying to become teachers. They talk about their experiences in classes and in schools in the evenings as they "plan units" together. Several of these students also participate in a field experience at the same school and Natalie explains that, "we talked about everything on the way home."

A second characteristic common to both Susan and Natalie's preservice experiences is long-term relationships with their cooperating teachers. Both women had very positive relationships with their cooperating teachers as a result selecting their own cooperating teacher. In Susan's preservice program,

> The three semesters before you're student teaching you're out in the classroom for twelve hours a week. An you can get three different experiences, if you choose them. So, I felt that I had a very good idea about what happened in the classroom. The third semester that we were out, it was for more than twelve hours. Half day Monday and Wednesday and all day on Friday. I chose to stay in the same classroom to begin my student teaching. I'm glad they gave me that choice, because I had a great relationship with the cooperating teacher.

Natalie also entered her cooperating teacher's classroom during a field experience prior to student teaching:

> So, my mentor (cooperating teacher), I got when I was a junior. I was in that classroom from the beginning of my junior year.... I knew the environment....

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> Because I was already with my mentor and I taught a lesson a week. So, the kids were real familiar with me. And of course my cooperating teacher was wonderful. She was real available. We went out and bought materials, shared them, talked about things we wanted to do.

While several other teachers in the study describe very positive student teaching experiences and "wonderful" relationships with their cooperating teachers, only Susan and Natalie experienced this extended relationship with the cooperating teacher and the student teaching classroom.

V. Conclusions and Suggestions

During the first year of teaching, both Susan and Natalie both develop many and varied positive relationships with other teachers in their schools. In addition, both are able to make professional decisions confidently and also articulate specific areas in which they need assistance. The ability to develop meaningful relationships with colleagues as well as the willingness to admit difficulties and ask for help appear useful in terms of successful early teaching experience. Two other teachers involved in this study had equally extensive classroom experience, but do not suggest the success described by both Susan and Natalie. These two are unique in their sense of success. They describe confidence in overcoming the obstacles common to beginning teaching experience (the 8 problem areas listed above).

Both Susan and Natalie's sense of success at the end of the first year of teaching seems, based on each teacher's narrative, related to positive collegial relations and appreciation of the on-going nature of teacher development. Examination of their preservice programs reveals commonalties which explain these abilities. Both Susan and Natalie share similar experiences in terms of involvement in a peer support group and development of a positive, long-term relationship with their cooperating teacher.

Those of us involved in teacher preparation are very familiar with the claim made by both interns and graduates that the preservice course work is relatively unimportant. While coursework has limited value, our students note that experience in

the classroom is invaluable. According to one of my students this semester, "We all know that it we don't know what teaching is really like until we get to do it during student teaching". These comments have been documented widely enough that they deserve close consideration. The problem is that we have little understanding of how classroom experience actually influences learning to teach. In addition, we all know of too many instances in which classroom experience undermines creative efforts and preservice teacher confidence. It is clear, despite the claims of some of our students, that there is need to both develop a knowledge base (often referred to as the theory of teaching) and to observe and practice teaching which based in this knowledge. Course work provides space for the former while field experience provides space for the ladder.

It seems, however, that we must erase that absolute distinction between course work and fieldwork. When teaching interns and beginning teachers articulate their concerns and problems and the areas in which they found their preservice program lacking, we attempt to adjust for these weaknesses within the existing structure of our preservice programs. The adjustments may be in the form of additional courses and assignments, or increased hours spend "in the field". The stories of these beginning teachers suggest that there are other adjustments which may be more beneficial to beginning teachers. The stories of Susan and Nicole suggest several ways in which preservice programs can improve efforts to prepare teachers for the struggles of beginning teaching.

1. More hours "in the field" are important but don't do much if you don't know what to observe or what to do. So, practica connected to course work are beneficial. In addition, peer support groups help develop abilities to reflect on classroom events and experiences.

2. Teachers continue to become teachers throughout their careers. The on-going nature of teacher development is an understanding which is important in helping beginning teachers accept their limitations and ask for help. Through positive and long-term relationships with classroom teachers, preservice teachers can begin to develop this understanding. These

relationships can also provide a safe place to practice admitting personal limitations. Both Susan and Natalie were able to watch veteran teachers make mistakes, ask questions, challenge themselves to grow. Natalie's cooperating teacher made it clear that she was learning a great deal about innovative writing instruction from Natalie.

3. It is not easy, given the structure of schools and the pressures on beginning teachers, to develop relationships with their colleagues. These relationships are important in helping teachers deal with difficulties and in encouraging on-going learning. Through long-term relationships with classroom teachers during the preservice program, preservice teachers develop both an appreciation for these relationships as well as skills useful in building and maintaining these relationships. Involvement in peer support groups also helps preservice teachers develop skills needed to build and maintain collegial relationships.

4. When teachers value their expertise and judgment as professional teachers, they can begin to speak out when school structure or action is not in the best interest of students. Agentic behavior, which can be encouraged through well-organized peer support groups during preservice programs, can help teachers learn to recognize the possibility for agency and to develop the skills needed to challenge school structure. Strong relationships with master teachers can also help preservice teachers develop agentic behaviors.

Focus on incorporating peer support groups and long-term relationships with cooperating teachers for preservice teachers will help us prepare beginning teachers who are experts in the field of education. These experiences will also help preservice teachers develop the skills and understanding necessary to become teaching professionals.

The Task Force on Teaching as a Profession (1986) presents a strong argument for professionalism as a central component of educational reform. They

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explain that any reform aimed at improving the American education system will be short lived "without a profession of high skills, capabilities, and aspirations". Professional teachers must be well-educated and prepared to assume new powers and responsibilities to redesign schools for the future. Professional teachers must be involved more loudly in the conversations on school reforms. The characteristics of a professional described by the Task Force include expertise, judgment, autonomy and collegiality. The improvements to preservice teacher preparation programs which are suggested here help illustrate that experiences designed to help teachers recognize the value of collegiality and autonomy as well as to develop the abilities necessary to practice these qualities are essential in the growing of confident teaching professions.

Notes:

(1) Elsewhere, this author has explored how mentor relationships and other factors during the first year relate to teacher socialization and teacher "success". In addition, teacher development and "success" can be measured in terms of criteria other than these eight dimensions of concern.

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